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AUTHOR Draper, Jamie B.
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ABSTRACT

This report is a summary of the Foreign Language Assistance Act. The Act, enacted as part of the Augustus Hawkins-Robert Stafford Elementary and Secondary Education Improvement Act of 1988 (PL100-297), provides formula grants to state education agencies for the creation of model elementary and secondary foreign language education programs in local school districts. It also provides an opportunity for an examination of federal foreign language policy from inception to implementation. This report summarizes the following: legislative history, funding, administration, and implementation of the Act, and individual state plans for foreign language programs. A contact person for each state is provided. (VWL)

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National Foreign Language Center Working Papers

Foreign Language Assistance Act Summary Report, August 1992

by

Jamie B. Draper

National Foreign Language Center

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About the National Foreign Language Center

The National Foreign Language Center, a nonprofit organization established within Johns Hopkins University in 1987 with support from major private foundations, is dedicated to improving the foreign language competency of Americans. The NFLC emphasizes the formulation of public policy to make our language teaching systems responsive to national needs. Its primary tools in carrying out this objective are:

- *Surveys.* The NFLC conducts surveys to collect previously unavailable information on issues concerning national strength and productivity in foreign language instruction, and our foreign language needs in the service of the economic, diplomatic, and security interests of the nation.

- *National policy planning groups.* In order to address major foreign language policy issues, the NFLC convenes national planning groups that bring together users of foreign language services and representatives of the language instructional delivery systems in formal education, the government, and the for-profit sector.

- *Research.* The NFLC conducts research on innovative, primarily individual-oriented strategies of language learning to meet the nation's foreign language needs of the future.

In addition, the NFLC maintains an Institute of Advanced Studies where individual scholars work on projects of their own choosing.

The results of these surveys, discussions, and research are made available through the NFLC's publications, such as these *Working Papers*, and they form the basis of fresh policy recommendations addressed to national leaders and decision makers.

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Foreign Language Assistance Act
Summary Report, August 1992

The Foreign Language Assistance Act, enacted as part of the Augustus Hawkins–Robert Stafford Elementary and Secondary Education Improvement Act of 1988 (PL 100-297), provides formula grants to state education agencies for the creation of model elementary and secondary foreign language education programs in local school districts. It is in its fourth year of authorization and its second year of funding. It provides an opportunity for an examination of federal foreign language policy from inception to implementation.

LEGISLATIVE HISTORY

Like many federal programs, the Foreign Language Assistance Act was developed long before it ever became law. The following traces the nine-year process through which this program reached its current form.

96th Congress. Rep. Paul Simon (D-IL), a member of the President's [Jimmy Carter's] Commission on Foreign Language and International Studies (PCFLIS), introduced HR 7580, the Foreign Language Assistance for National Security Act, on June 3, 1980. The bill provided for per capita grants to elementary schools and institutions of higher education to cover the costs of foreign language education. Earlier in the year, Rep. Leon Panetta (D-CA), also a PCFLIS member, had introduced a bill (HR 6094) to amend the National Defense Education Act to provide grants to institutions of higher education to promote increased foreign language enrollments. Neither bill was reported out of the House Education and Labor Committee.

97th Congress. Sen. Claiborne Pell (D-RI) introduced the Education for Economic

Security Act on September 23, 1982. The bill was designed to improve instruction in math, science, and foreign languages. It also died in committee.

98th Congress. Rep. Simon introduced HR 2708, the Foreign Language Assistance for National Security Act, on April 21, 1983. The new legislation retained the per capita grants to institutions of higher education from the earlier bill, and several new provisions were added: institutes for the training of teachers and advanced students, and a new grant program targeted at the schools. In this program, grants would be awarded to state educational agencies to fund model programs designed and operated by local educational agencies. Grant size would be determined by a rather complicated formula based on school-age population. States would have to submit an application describing how funds would be used, including plans for evaluating student proficiency. "Foreign language" was defined as any language other than English (except in Puerto Rico, where English would also be allowed). The bill passed the House by a vote of 265 to 120 on February 23, 1984. An identical bill (S 1795) had been introduced by Sen. Patrick Moynihan (D-NY) in August 1983, but no Senate action was taken on either bill.

Sen. Pell reintroduced his Education for Economic Security Act in February 1983. A companion bill, HR 1310, was introduced by Rep. Perkins in the House, but it did not include the provisions for foreign languages. The legislation passed both houses, with the foreign language provisions intact, and became Public Law 98-377. Under this program, grants were available for states to conduct foreign language teacher training programs, and a special Discretionary Fund was established within the Department of Education to fund exemplary programs in critical foreign languages. The secretaries of education, defense, commerce, and labor were directed to define the list of "critical foreign languages," resulting in a list of some 156 languages considered vital for the nation's security and economic well-being. Only classical and Native American languages were excluded from the list.

99th Congress. Sen. Simon and Rep. Panetta reintroduced the Foreign Language Assistance for National Security Act in 1985 (S 1633 and HR 3048 respectively). The bill

was identical to the version that passed the House in 1984. No action was taken in either house.

100th Congress. Rep. Tom Sawyer (D-OH), a freshman representative, introduced a bill (HR 1958) to reauthorize the Education for Economic Security Act. Foreign languages were removed as an eligible subject area for funding in order to clarify the goals of the program. The bill was rolled into an omnibus education bill (HR 5) reauthorizing all non-postsecondary education programs.

During floor debate on HR 5, Rep. Panetta entered into a colloquy with Rep. Augustus Hawkins, chair of the House Education and Labor Committee, to safeguard the Secretary's Discretionary Fund for foreign languages. An agreement was reached between the two to ensure that this provision would be maintained.

In order to ensure continued funding of elementary/secondary foreign language programs, Rep. Panetta and Sen. Christopher Dodd (D-CT) introduced identical pieces of legislation (HR 1875 and S 841) that included the Elementary and Secondary Foreign Language Education Assistance Act. The bill lifted the language, virtually word for word, from the provisions of the Foreign Language Assistance for National Security Act introduced in previous congresses establishing state grants for model foreign language programs. The only revisions were a simplification of the formula used to determine grant amounts, and a change in the definition of the term "critical foreign language" (it is left for the secretary of education to define).

The Foreign Language Assistance Act was rolled into the omnibus education bill, as well as an omnibus trade bill, and became part of Public Law 100-297 in 1988. As a final note, despite committee report language from both houses directing foreign languages to be maintained, the final version of PL 100-297 removed foreign languages from eligibility for the Secretary's Discretionary Fund, thus making the Education for Economic Security Act a purely math-science bill.

FUNDING

No funds were appropriated for the Foreign Language Assistance Act until fiscal year 1991, despite the efforts of several powerful members of both houses. During the summer of 1990, Sen. Mark Hatfield (R-OR) became interested in funding the program. $5 million was appropriated for FY91, with report language indicating that priority in funding should be given to programs in rural school districts, elementary programs, and programs in the less commonly taught languages "such as Arabic, Chinese, Japanese, Korean and Russian." Following an across-the-board cut for education programs, $4.9 million was available for the program. This amount was increased in FY92 to $10 million.

ADMINISTRATION

The proposed regulations for the Foreign Languages Assistance Program (FLAP) were released on April 29, 1991. They called for limiting support under this program to five languages: Arabic (all dialects), Chinese (all dialects), Japanese, Russian, and Korean. Comments received from some language educators, and particularly from state department of education officials charged with implementing the program, asked that the list of targeted languages be expanded to allow for local conditions. In the final notice, released on January 30, 1992, the list of languages was expanded to include a secondary list of critical foreign languages: French, German, Italian, Portuguese, and Spanish.

In addition to the issue of languages to be covered, regulations also spelled out the procedure by which states would apply for funds. The Foreign Language Assistance Act requires state education agencies to run competitive grant competitions among local school districts prior to receipt of funds. The projects selected in these competitions must then be compiled into a state plan for carrying out the program and submitted to the federal Department of Education for final approval.

IMPLEMENTATION

Distribution of Funds. Forty-four state departments of education provided information

for this report. Of the thirty-eight that provided project information, seven indicated that they would not be using the money available for the first year of the program, and two indicated that they would not be able to use the full amount. The most common reason given was that local districts did not apply for funding. Many state officials felt that the turnaround time on the first round for developing proposals was too short, particularly in view of the limited degree of development in many states of instruction at the K–12 level in the five languages. Two states indicated that they were unable to participate in the program because there were no funds to cover state expenses of administering the program.

Seven states either are participating in the program or are planning to do so, but either have not completed the project selection process or are unable to provide information on projects selected until approval is received from the U.S. Department of Education.

The remaining states are, as a general rule, funding fewer than ten projects each, and only the larger states are providing grants of any significant size. For example, Texas is providing three-year grants of $110,000. Average grant size across the country is probably in the $25,000 to $30,000 range. Many states have lumped the two years of available funds together and distributed the full amount all at once. Others will run additional competitions in the spring to allow for the participation of more school districts.

Languages Selected. Japanese has received the overwhelming bulk of funds available, with sixty-four projects supporting Japanese instruction. The next most popular language is Russian, with thirty-one projects, followed by Chinese, with nineteen. Two Korean projects have been selected, one in California and one in Utah, and one Arabic project is being supported in Michigan. A few states have requested a waiver of the requirement in the five priority languages: Arizona, New Mexico, South Carolina, and North Carolina. North Carolina has received preliminary approval of its waiver; the state used the argument that its districts were in the process of implementing a five-year mandate and would be unable to change course halfway through. The projects selected for waiver are all located in mountain districts of rural North Carolina.

Characteristics of Projects Selected. If there is such a thing as a "typical" project funded through FLAP, it would be an elementary or middle school program linked to an existing program at the high school level. The project would make use of the ethnic or business community in which it was located, and it would include instructional technology as an important component. The program would be open to students of any educational level, ethnic background, or economic status. The project is as likely to be located in an inner-city environment as in a suburban or rural district.

Local school districts appear to be making a concerted effort to ensure that foreign language programs are sequential and cover more than one or two years at several education levels. High school programs are being expanded downward into the middle grades. Elementary programs are being expanded upward into the middle grades to link with existing high school programs. Middle school programs are expanding both upward and downward.

Another trend is the use of community language resources. Several developmental programs are being supported (those that include both native English speakers and native speakers of the target language), and members of surrounding ethnic communities or employees of local foreign businesses are being used as guest speakers in classrooms. Internship programs are also being developed with businesses involved in international trade, and exchange relationships are being strengthened through "sister-city" relationships.

Programs are making use of content-based instruction to help integrate students' language instruction with what they are learning in their other classes. Other programs develop innovative ways for students to apply and demonstrate their foreign language and cultural knowledge.

A number of projects include components for encouraging more students to study foreign language. These include exploratory programs at the elementary level, special summer institutes, and before- or after-school programs for older students. The

summer-institute idea is also being used to provide an extra year of study to students of the critical languages, allowing three years of study to be collapsed into two.

COMMENTS ON IMPLEMENTATION

The Foreign Language Assistance Program is a brand-new program, involving a new federal intervention strategy for foreign languages, and requiring a new implementation and monitoring strategy. There are many people – including key legislators and their assistants, as well as program administrators and the state language supervisors themselves – who will have an interest in how the actual operating program matches general legislative intent.

Implementation is at a very early stage, and problems are to be expected. If they are correctly identified now, the fine-tuning that all such new programs undergo can perhaps be made more constructive. In interviews with the state supervisors, we encountered a fair amount of frustration in dealing with this program. Those problems most often mentioned include:

- the need for greater communication between the federal government and state education agencies
- the need for clearer statements of administrative procedures, including availability of funds to cover state administrative costs and conditions under which waivers will be accepted
- uncertainty over continued availability of unclaimed funds, and over continued eligibility for future funds if first-year funds were not accepted
- the role of the federal government in judging the grant-worthiness of individual projects
- short lead time for the preparation of applications

These are probably all issues to be examined during the program's reauthorization next year.

Foreign Language Assistance Act
State Plans

The project descriptions that follow reflect information received as of August 1992.

ALABAMA **Contact: Joanna B. Crane**
(205) 242-8013

Funds are being requested, but the state cannot release information on projects until approved by the superintendent.

ALASKA **Contact: Mike Travis**
(907) 465-2970

Alaska will be funding summer language immersion institutes in Japanese and Russian. The program will be open to students from throughout the state.

ARIZONA **Contact: Robert Sosa**
(602) 542-3204

The state is seeking a waiver for both the matching-fund requirement and the limitation on the languages for which grant money will be used. Should the waiver be granted, funds will be used to conduct a statewide summer institute for elementary Spanish teachers. The institute is intended to assist Arizona in implementing its mandate to offer foreign languages to all student in grades K–8.

ARKANSAS **Contact: Susan Grier**
(501) 682-4398

Arkansas has chosen not to apply for funds for this year. The reasons cited were a lack of funds to administer the program and to call together peer-review panels to select projects, and a lack of expertise within the state to meet the requirements of the program's regulations.

CALIFORNIA

Contact: Arleen Burns
(916) 657-5441

California will fund thirteen of the twenty-eight funding proposals received, covering four of the five critical languages specified in the grant (Chinese, Japanese, Korean, and Russian) and all grade levels:

(1) Project LINK (Language Instruction in Korean) will expand upon an existing program at Sunny Hills High School in Fullerton by adding levels IV and V to the existing program. The school is located in an area having a large Korean population.

(2) Innovative Japanese Enrichment Project. The Brea Olinda Unified School District is seeking to develop a sequential Japanese program starting in the high school and expanding downward into the elementary grades. Funds will be used to purchase supplementary textbooks and other materials, and to add to school libraries throughout the district.

(3) Let's Talk Chinese Project. The project will develop a prototype K–8 Cantonese language immersion program that would enable students to enter the program at any point along the K–8 continuum and continue instruction through high school. The program builds upon an existing K–5 Cantonese immersion project in San Francisco by adding partial immersion sequences at the K–5 level and delayed partial immersion sequences at the 6–8 level. The project addresses problems of attrition by allowing new students to enter at any point, and it also allows students to continue study through high school in an existing Cantonese program.

(4) Russian Recruitment Project. In order to strengthen the Russian program at San Francisco's McAteer/School of the Arts High School, a recruitment program will be launched to inform middle school students and their parents of the program and the offering of level I Russian in a special summer course to students who have not yet entered high school. The project will also make use of the area's Russian-speaking population to supplement instruction in the classroom.

(5) Clarendon Elementary School Japanese Bilingual Bicultural Program. All students in this K–5 two-way bilingual program will receive at least one hour of Japanese language instruction per day. Native Japanese speakers in the program will produce work in their native language until they are ready to make the transition to English. A continuation of this program will also be offered at the middle school level.

(6) Foreign Language and Global Studies Project. This project received two grants to develop parallel programs to expand instruction in Chinese and Russian from four years to at least six and ultimately eight years. Computer and satellite technology as well as local immigrant populations will be used to bring native speakers into the classroom.

(7) Model Education Resource Site at Venice High School. This project received three grants for developing a statewide Model Educational Resource Site for Mandarin Chinese, Japanese, and Russian. The projects include a teacher resource center for the study of these language; a Future Teachers of America program for native speakers; a center where teachers of foreign languages can meet and discuss issues of mutual concern; a site where teachers can observe language classes in action, being taught by fully licensed teachers; a resource site for obtaining sample lesson plans for integrating academic and nonacademic subjects with the target language; a site for training teaching assistants; and a site for the development of portfolio assessment materials and instruction guidelines.

(8) Japanese Two-Way Immersion Program. Modeled on the successful Culver City Spanish immersion program, this project will develop a K–5 Japanese immersion program at Farragut School for both English and Japanese speakers.

(9) Japanese Expansion Program. The current level I–III Japanese program in Los Gatos–Saratoga Joint Union High School District will be expanded to level IV. The project will also develop an outreach program to area elementary schools as well as to business and community resources.

(10) Elementary Russian Program. Oakland Unified School District will implement a new Russian program in grades 1–3, with plans to expand the program eventually through grade 6.

COLORADO

Contact: Mary Apodaca
(303) 866-6760

Colorado will not be applying for first-year funds, because there is no one in the department of education to administer the program. The state may apply for funds next year, when an administrator may be available.

CONNECTICUT

Contact: Mary Ann Hansen
(203) 566-3873

Connecticut will be implementing two Japanese programs with its share of funding: (1) The first project is for the new East Hartford–Glastonbury Elementary Magnet School to implement a K–2 Japanese program. The program will extend upward so that a K–6 program will be in place by the end of the three-year project period. (2) The second grant is for a middle school Japanese program in Norwalk. The new project will link existing programs at the elementary and high school levels.

DELAWARE

Contact: Rebecca Scarborough
(302) 739-4887

Two projects will be supported with the money allocated to Delaware: (1) A Wilmington-area public high school will be working with a Chinese Saturday school operated by a local community center to implement a Chinese program in the high school. (2) In the Newark area a high school Japanese program will be implemented using instruction available through the TI-IN satellite network. The city is entering into a sister-city relationship with Miyagi, Japan; it is hoped that this relationship will allow opportunities for exchanges.

DISTRICT OF COLUMBIA

Contact: Marion Hines
(202) 576-7813

FLORIDA

Contact: Gabriel Valdes
(904) 487-8816

The Florida department of education has only recently sent out its request for proposals to local school districts, so information on projects is not available; however, the department plans to fund six to seven projects. It will not be seeking a waiver for the languages of instruction, and it will accept proposals for both elementary and secondary programs.

GEORGIA

Contact: Greg Duncan
(404) 656-2414

The state is unable to release information on projects funded until final approval is received from the U.S. Department of Education.

HAWAII

Contact: Anita Bruce
(808) 396-2511

Funds will be used to support two Japanese curriculum development projects, the first for grades K–3 and the second for grades 3–6, resulting in an articulated elementary school curriculum.

IDAHO

Contact: Rudy Leverett
(208) 334-2113

The state had wanted to use its funds to reestablish a teacher development program that would allow current teachers, many of whom have never communicated with native speakers, to spend time in-country and to participate in other activities. The U.S. Department of Education turned the proposal down because of improper procedures, but it said nothing about the overall acceptability of the project. The application was resubmitted and again turned down, this time because the project was deemed not acceptable. Idaho has chosen not to participate in the program.

ILLINOIS

Contact: Tom Hansen
(217) 782-2826

The final decisions on project selection are still being made.

Eleven of seventeen applications submitted were approved for funding, all for Japanese programs, with two also supporting Chinese instruction:

(1) A team-teaching approach, involving a certified foreign language teacher with a background in Japanese and a consultant who uses Japanese to conduct business, will be used to teach Japanese language and culture in business contexts.

(2) A current one-year Japanese program will be expanded to four years at the high school level, an exploratory course will be developed for fifth-grade students, and a team-teaching approach will be used to integrate Japanese culture instruction into seventh-grade social studies.

(3) A new elementary-secondary Japanese program will be implemented, primarily exploratory at the elementary and junior high school levels. Instruction will make extensive use of technology, including CD-ROM, laser disks, HyperCard stacks, and telecommunications to allow for communication with Japanese pen pals via modem and computer bulletin board.

(4) Supplemental materials will be purchased for an existing, but growing, high school Japanese program, and that program will be expanded into the elementary grades.

(5) A grade 5–6 gifted and talented Chinese program will be expanded down into the early elementary grades, and instruction will be made available to the entire school. The school is linked to an area middle school and high school that also offer Chinese instruction.

(6) A project to offer instruction in Japanese and Chinese will involve a before-school program at the middle school level to develop interest; the integration of both languages with the social studies curriculum using the team-teacher approach; the use

of computer and language lab facilities; and the beginning of instruction at the high school level.

(7) A current Japanese program will be expanded through the use of computers and a language lab, field trips to local companies, visits by guest speakers, an exchange program, and an elementary outreach program.

(8) Saturday "mini-camps" will provide immersion in Japanese language and culture.

(9) A Chinese consultant will be hired to work in elementary, middle, and high schools to promote interest in Chinese language and culture, and to help expand the currently existing program at one area middle school and two high schools.

(10) A two-year Japanese language program will be expanded into a full four-year program.

(11) Modified immersion instruction will be provided for students in critical languages.

IOWA

Contact: Paul Hoekstra
(515) 281-7806

The state will fund six of the ten applications received. Three projects expand high school Japanese programs through level III of instruction, and a fourth adds levels II, III, and IV to another high school's Russian offerings. One project develops a summer language institute for pre–high school students in Japanese and Chinese, and a final project develops a Chinese enrichment program for middle and high schools taught through the social studies curriculum. Most of the projects make extensive use of technology, including satellite and computer.

KANSAS

Contact: Ken Erikson
(913) 296-7929

Four districts responded to the Kansas State Board of Education request for proposals. All of the projects were deemed fundable. The projects selected include:

(1) Southeast Kansas Elementary Foreign Language Enhancement Project. An elementary summer Japanese program for grade 4–6 summer school students will be provided by this regional service center using an Interactive Television Network to provide instruction. The project also includes a staff development component.

(2) Shawnee Mission School's Center for International Studies. Elementary students will receive fifteen to thirty-five hours of instruction in Chinese, Japanese, or Russian. The program uses both computer-aided instruction and a blend of certified teachers, secondary school students who have completed two years of study in the target language, and native speakers.

(3) Horace Mann Elementary Japanese Language Program. This elementary foreign language magnet school will introduce Japanese language skills to a multiethnic (and multilingual) assortment of grade 3–5 students. The urban school will employ a full-time Japanese teacher who will also provide in-service instruction to mainstream teachers.

(4) Paola Japan Project. This project will use satellite technology to offer Japanese to a small population of rural high school students, providing educational and cultural opportunities to a population that would otherwise have none. In addition to the language instruction, a whole-school project will involve all the district's high school students in a multigrade, interdisciplinary learning experience.

LOUISIANA

Contact: David Beste
(504) 342-3453

No response was received to the request for proposals. The state had planned on funding two projects.

MAINE

Contact: Don Reutershan
(207) 289-5925

Final project selection has not been completed.

MARYLAND

Contact: Trudy Collier
(410) 333-2315

Maryland selected four of the eight applications received:

(1) A Japanese partial immersion program at the elementary school level.

(2) An after-school Russian program for middle school students using interactive video for instruction.

(3) An elementary and middle school foreign language exploratory program in Japanese.

(4) A curriculum development project for Chinese and Japanese at the high school level.

MASSACHUSETTS

Contact: Connie Louie
(617) 770-7508

Massachusetts selected five projects offering instruction in Chinese, Japanese, and Russian:

(1) One project will expand a high school Russian and Chinese program in Amherst.

(2) A voluntary Japanese project in Boston that has become an international school will be expanded from the middle grades into the elementary and high school levels.

(3) Haverill Public Schools is expanding its middle school Japanese program into the elementary and high school grades.

(4) Springfield Public Schools is proposing to expand its Chinese language program, which now begins in the ninth grade, down into the seventh grade.

(5) Millers Public Schools is establishing a Russian School similar to American Schools in Russia, with hopes of establishing exchange relationships for teachers and students

with their counterparts in Russia. Once the program is established, students who have gone through it will have the option of completing high school in either country.

MICHIGAN

Contact: JoAnn Wilson
(616) 334-6315

Four of sixteen applications received were selected for funding:

(1) Birmingham Public Schools will expand on current offerings in the district's middle schools. Currently, all sixth-graders must study thirteen weeks of French, Spanish, and either Chinese, German, Japanese, or Russian. Seventh-grade students must select one of the languages for forty weeks of daily study. The study of the selected language continues through the eighth grade. This project will support the addition of one grade level each year: year one, seventh grade; year two, eighth grade; year three, ninth grade for Chinese, Japanese, and Russian. The district will also begin an interactive video project for the upper levels of Japanese and Russian for the district's two high schools as well as schools in the Oakland Intermediate School District.

(2) Detroit Public Schools/Greenfield Union Community Arabic Project. This project is intended not only to teach Arabic but to enable students in one Detroit community to understand the language and culture of its growing Arab population. In the first year, two groups of third-graders will be targeted to receive instruction in Arabic for thirty minutes three times a week. In the second year, study will continue in the fourth grade (two times a week), and two third-grade classes will be added. In the third year, instruction will be provided in the third, fourth, and fifth grades.

(3) Garden City Public Schools K–12 Japanese Language and Culture Program will expand on its existing program by adding an after-school FLEX program at one elementary school; by adding one more grade level to a school offering instruction in grades 2–3; and by introducing instructional technology, particularly distance learning.

(4) Huron Valley Schools ROLEX (Russian Odyssey into Linguistic Exploration) will develop enrichment activities, games, posters, charts, dialogues, and creative

functional situations all designed to promote communicative competence. The project will devise a questionnaire for students to describe how best they learn, in order to develop better teaching strategies for each lesson. Students of Russian in two district high schools will communicate with each other via audiotape letters. Third- and fourth-level Russian instruction will be developed during year two of the project, incorporating interactive computer communication between the two schools. The third year will focus on ensuring a fully articulated Russian curriculum, and possibly on using a satellite dish to enhance Russian instruction.

In addition to the projects described above, the state will provide technical assistance to the sites selected, and it will establish an advisory council to the project. The council will consist of state department of education representatives, LEA project directors, foreign language specialists, state department of commerce personnel, members of the business and legislative communities, and specialists in the areas where the target languages are spoken. All projects will submit to a collaborative statewide evaluation program and will be part of a state collaborative dissemination effort.

MINNESOTA

Contact: Suzanne Jebe
(612) 296-4073

The request for proposals has only recently been sent out to local school districts. The state plans to fund approximately five projects.

MISSISSIPPI

Contact: Jeanne Wells Cook
(601) 359-3778

Only two districts applied for funding; one was accepted. The Greenville School District will develop a high school Japanese program that incorporates satellite learning. A resource center will also be developed, which will provide computers and tape recorders. The program will include weekly visits to classrooms by representatives of local Japanese businesses, and a weeklong immersion experience on a college campus.

Seven projects in six districts were selected for funding, three of which requested a waiver of the critical-language requirement:

(1) Springfield School District will introduce Japanese at the middle school level. Student in grades 6–8 will learn Japanese through hands-on activities that are integrated with the regular curriculum. The new program is designed to complement the current high school Japanese curriculum, as well as an existing exchange program.

(2) Grandview School District will expand its high school Japanese program by offering additional levels and introducing the program at the middle school level. The city has a student exchange program with its sister city, Haruna, Japan.

(3) St. Louis Public Schools will offer a two-way developmental program for English speakers and native speakers of Chinese, Russian, and Japanese. The program targets grades 1–5 in the first year. The second year of the project will add classes in grades 7–8, and year three will add classes at the high school level.

(4) Winona School District will develop an elementary Japanese program pending availability of an instructor. The project would provide a hands-on approach, and would include the study of the history and culture of Japan.

(5) St. Joseph is seeking funds for an elementary Spanish program in grades 3 and 4. The program would be integrated with content instruction, particularly in math, science, and social studies. Foreign language teachers would coordinate their activities with the mainstream classroom.

(6) Lone Jack School District, a very small rural community (pop. 420), is seeking to introduce an elementary Spanish program integrating language instruction with the elementary mathematics curriculum. The project would also introduce Spanish at the junior high school level and would add levels of instruction in the high school.

MONTANA

Contact: Duane Jackson
(406) 444-3129

No district has submitted a proposal. The state had been hoping to fund two projects in Japanese or Russian.

NEBRASKA

Contact: Mel Nielsen
(402) 471-4331

The state is funding two projects: an elementary Japanese program and a secondary Russian program using distance-learning technology.

NEVADA

Contact: Holly Walton Buchanan
(702) 687-3136

Nevada will use the majority of its funds in a joint venture with the state of Utah in the development of a Japanese videodisc. In exchange for the funding, Nevada will receive copies of the videodisc. Nevada will also develop the cultural lessons to accompany the videodisc while Utah develops the language lessons. The videodisc lessons will be used to implement a nine-week Japanese exploratory course for seventh-graders in a Las Vegas–area middle school. Foreign language assistance money will also go to a Reno high school to develop a Japanese program. The class will be taught by a recent participant in a National Endowment for the Humanities summer institute, with assistance from native-speaker graduate students from the University of Nevada. The teacher and graduate students will work together to develop materials and audiotapes to supplement instruction.

NEW HAMPSHIRE

Contact: Robert Fournier
(603) 271-2634

NEW MEXICO

Contact: Margo Chavez-Charles
(505) 827-6612

One project will implement a high school Russian program; the second, pending receipt of a waiver, will create a K–12 Spanish, French, and German program.

Twenty-one applications were submitted; thirteen were accepted for funding. Most focused on the elementary and middle school grades:

Urban

(1) Elementary Chinese Program. The Albany School District, working in conjunction with SUNY-Albany, will offer Chinese instruction to students in grades 4–6 in two elementary schools. There is a Chinese program at the high school level.

(2) Outreach Rusky. The Bronx High School of Science will offer a Russian outreach program in one hundred Bronx schools to students in grades 6–8, feeding into the school's current 9–12 program. Bronx Science personnel will go into area schools to offer instruction and to encourage students to go into language study. In addition to reaching out to younger students, the project will also encourage students to go beyond the current Regents requirements by offering college-level, college-credit courses to advanced-level students.

(3) Buffalo City School District, Russian Elementary Program. This project will serve approximately 550 students, pre-K through eighth grade, in an inner-city magnet school. Project staff will work with university personnel, teachers, and consultants to develop appropriate materials for an articulated sequence of study.

(4) Poughkeepsie Russian Exploratory Program. Russian will be introduced in grades 5–8 to all students, including those in special education. The program will involve cultural preparation, and it will reach out to minority and at-risk students by opening up the program to different schools.

(5) Saratoga-Warren BOCES. An elementary program will be available for students in grades 1–5, with after-school programs for older students in grades 1 and 2, 4–6, 7 and 8, and 11 and 12, as well as evening courses for adults. The overall goal of the project is

to instill a love of learning Japanese. An intensive summer school program for grades 1 and 2 and 7 and 8 will be implemented, as well as a possible distance-learning project.

Suburban

(1) Bethlehem (Albany area). The school district will begin Russian instruction with a summer institute for sixth-graders. By having the summer program equal one year of instruction, the district plans to have a five-year program in place at the end of three years.

(2) Mamaroneck (Westchester County). Russian instruction will be offered in evening and Saturday classes to attract students into language study. A six-week summer institute (three weeks in the United States, three weeks in St. Petersburg) will be open to students in grades 7–12.

(3) Maplewood (Albany). Using content-based instruction, the school will integrate foreign language instruction with the regular elementary school curriculum in grades 1–3.

(4) Northport (Long Island) will implement a grade 9–12 high school Japanese program that makes use of technology and E-Mail to promote interaction with native speakers.

(5) Port Washington (Long Island) will develop parallel programs (8–12) in Russian and Japanese by taking advantage of its surrounding community. This community includes not only one of the largest populations of native Japanese on Long Island (5 percent of the school population is native Japanese), but also the Russian delegation to the United Nations. The program will use members of the ethnic communities to enhance instruction.

Rural

(1) Cobleskill (eighty miles from Albany) is developing an elementary through high school Russian program. Components of this project include the development of an exchange program with a sister school in Russia, adult education courses, weekend courses, and a summer institute. Instruction will link up with area colleges through distance learning. The district hopes also to use its ties with agricultural interests in Russia to enhance the program.

(2) Erie #1 BOCES (regional educational agency) will offer Chinese, Japanese, and Russian in three area schools. All grade 11–12 students in all three schools would be eligible to participate. Students would participate in a summer immersion institute for the equivalent of one year of instruction prior to starting the program, thus allowing for the completion of three years of instruction in two years.

(3) Madison Oneida BOCES, serving ten schools in central New York, will develop a Japanese summer institute for students in grades 6–12, within a flexible curriculum of Japanese language instruction.

NORTH CAROLINA **Contact: Fran Hoch**
(919) 733-0955

North Carolina did receive a waiver allowing several projects in the commonly taught languages. The four projects accepted for funding include:

(1) A K–5 Japanese program within a global-studies magnet school.

(2) A 6–8 Spanish program with each grade targeting a specific aspect of the language and culture. The first semester is standard instruction, with the sixth grade working on literature, the seventh grade on geography, and the eighth grade on economics. During the second semester, students work on projects based on what they learned during the first semester. Sixth-graders develop a literary presentation in the form of a play, written work, or a video production (the school's media requirement is fulfilled in the

foreign language course); seventh-graders do a presentation on a particular country of the Spanish-speaking world; and eighth-graders develop a product to market in the Spanish-speaking world, working with the Junior Achievers program.

(3) A K–2 Spanish program, team-taught with foreign language, special education, and regular elementary classroom teachers. The program is conducted in a nongraded setting with all levels of students (at-risk, gifted, special education, etc.) in the same classroom, to see if all students can learn the language and to assess the effects of language instruction on overall achievement.

(4) An elementary French modified partial immersion program. The math and science curriculum is taught in French, with foreign language, math, and science teachers working together.

OHIO

Contact: Reid Baker
(614) 466-1317

Only four proposals were submitted. Of these, one was selected for funding. The Cincinnati Public School District was awarded a grant, with a waiver of the 50-percent matching-funds requirement, for enhancement of its elementary school program in Arabic, Chinese, Japanese, and Russian. The district will develop computer-based materials to teach literacy and creative writing in the four languages, together with protocols for the assessment of students' oral proficiency. A second round of competitions for the remaining funds allocated to the state will be held before the end of December 1992.

OKLAHOMA

Contact: Marcia Poe
(405) 521-3361

The state department of education has no staff to administer the program.

OREGON

Contact: David Arlington
(503) 373-7898

Both projects selected for funding in Oregon will offer instruction in Japanese. One builds upon an existing elementary immersion program by developing a sequence of study

for those students to continue Japanese instruction in grades 5–7. The second project establishes an elementary Japanese program for grades 1–5.

PENNSYLVANIA **Contact: Larrie McLamb**
(717) 787-7098

The state department of education was unable to release specific information on any of the nine projects submitted to the federal government for approval. However, they are a mix of elementary and secondary programs, with Japanese, Russian, and Chinese as the languages of instruction. The state is considering seeking a waiver in order to fund an exemplary proposal for a middle school Spanish project.

SOUTH CAROLINA **Contact: Cindy Saylor**
(803) 734-8378

Only seven districts applied for funding, one for a primary critical language, the other six for the secondary languages. Only two projects were deemed appropriate for funding: an elementary Japanese program that expands an existing program into the upper elementary grades, and a program that will make French, German, and Spanish instruction available to all grade 4–6 students in a school district. The state plans to hold a second round of competitions in the spring.

TEXAS **Contact: Bobby LaBouve**
(512) 463-4341

Applications for sixteen model language programs were submitted by fourteen districts within the state. Ten were selected for funding:

(1) Katy Independent School District will begin high school programs in Japanese and Russian. The Russian program will integrate Russian language, linguistics, literature, and history and will be offered during the school day. The Japanese course will be offered after hours and will integrate the arts and the economic and political system of the country. Computer instruction will be used to enhance linguistic skills in both languages.

(2) North East Independent School District will begin intensive Japanese in the middle and high school grades. The course will focus on oral skills; reading and writing will be utilized only to support the development of oral language skills. Content will deal primarily with culture and everyday life in the Japanese-speaking world.

(3) Fort Bend Independent School District will provide for-credit Saturday courses in Russian and Japanese to students in grades 7–10. Participating students will also receive one tutorial each school week. In addition, two-week summer academies in Chinese, Japanese, and Russian exploratory language will be developed for grades 2–6 to enhance student interest in foreign languages and international studies.

(4) Dallas Independent School District will provide an enhanced distance-learning program in Japanese and Russian at the high school level. The commercially delivered satellite instruction will be supplemented by assistance from native speakers of Russian and Japanese from the Dallas community, who will serve as cultural resources and will provide additional practice in oral language development. The use of community volunteers will help link the Dallas schools, homes, and minority populations.

(5) Lubbock Independent School District will provide a program in Japanese beginning in grades 2–4, eventually expanding to the middle and high school grades. The elementary program will emphasize oral skills development and will use materials that allow the regular classroom teacher to teach oral Japanese. The program will also emphasize strong cultural experiences both in the classroom and in a Japanese summer camp that will feature additional oral language, detailed authentic cultural activities, and a native speaker of Japanese for authentic oral practice.

(6) Carrollton–Farmers Branch Independent School District will provide a mastery-based Japanese program involving multiple cultural experiences. Japanese community volunteers will serve in the classroom on a regularly scheduled basis. The program will emphasize comprehensible input centered around interactive aural

software and individual tutoring by volunteers, and it will include literacy activities that allow students to read and write in authentic Japanese script.

(7) Austin Independent School District will provide a sequential program in Russian to all seventh-graders in the district wishing to enroll. The program will be supplemented by technology-assisted instruction and will involve the community through a native-speaker mentor program. Instruction will be based upon authentic tasks and authentic Russian documents. An expanding sequence in the middle schools during ensuing years is planned to provide a feeder program for the Russian program in grades 9–12.

(8) Region IV Education Service Center/Spring Branch Independent School District will provide Japanese language instruction through instructional television to grades 3–5 of all interested campuses in the Spring Branch Independent School District. Japanese instruction will be interactive, with telephone talk-back and a monitor present to facilitate activities. Instruction will encompass listening, reading, and writing with a communicative focus that incorporates the culture of the target language.

(9) Richardson Independent School District will initiate a multilevel program in Japanese in all of the district's four high schools via interactive distance learning. The instruction will be provided locally and will be offered through the Regional Instructional Television Consortium. The program will receive support from the Japanese community in the form of native-speaker tutors and tours of major local companies such as Fujitsu and Mitsubishi.

(10) Northside Independent School District will expand its level I Russian program at the high school level to four levels over a three-year period. The district proposes to do this by offering a summer Russian institute for Russian I; students who enroll will receive one credit toward the high school diploma. The institute will incorporate different learning centers including technology. Methods, techniques, and activities

used in the summer institute will be compared with the traditional proficiency approach used during the school year.

UTAH

Contact: Joan Patterson
(801) 538-7776

Utah will be using its grant money for the development of videodiscs for foreign language exploratory programs in Japanese, Chinese, and, depending on third-year funding availability, Korean. The videodiscs are modeled on those already developed for French and Spanish.

VIRGINIA

Contact: David Cox
(804) 225-2593

WASHINGTON

Contact: Joe Dial
(206) 753-6754

WEST VIRGINIA

Contact: Deborah Brown
(304) 558-7805

WISCONSIN

Contact: Paul Sandrock
(608) 266-3079

Seven projects submitted by districts in Wisconsin are being funded for Japanese and Russian. Fourteen applications were received from thirteen districts. The focus is heavily on the elementary and middle school grades, the development of extended sequences, and teacher development:

(1) A grade 7–12 Japanese curriculum and materials development project in the Beaver Dam School District. The project takes advantage of the district's participation in the JALCAP intern program and the Chiba-Wisconsin sister-school relationship in the development of curriculum and materials. At the end of the three-year project

period, the district will offer an exploratory Japanese program to all sixth- and/or seventh-grade students. Japanese I will be offered at the eighth-grade level, and the high school curriculum will be expanded to include Japanese II. Teacher preparation is also included in the project.

(2) Franklin School District. A K–8 sequence of study will be added to the current 9–12 offering in Japanese. Cultural orientation will be provided for K–3 students, and exploratory language programs will be created for grades 4–6, with full instruction in grades 7–8. This project also makes use of a JALCAP intern and includes teacher preparation.

(3) Racine Unified School District. An experimental Russian program at an alternative high school will be replicated in a regular senior high school program. By 1995, Russian I–IV will be available at Horlick High School, and attempts will be made to offer instruction at all district senior high schools. In addition to the Russian program, Racine will use funds to add Japanese language instruction to the elementary curriculum in Japanese culture at one elementary school.

(4) Wauwatosa School District will use funds to add Japanese instruction in grades 4–8, expanding current offerings in grades 9–12. Instruction will consist of exploratory programs in grades 4–5, a one-semester class in grade 6, and full-year courses in grades 7 and 8.

(5) Whitnall School District will use funds to develop a senior high school teacher of Russian and to expand Russian instruction into the middle grades, including an exploratory program in grade 5 and full-year instruction in grades 6–8.

(6) Wisconsin Rapids School District will integrate Japanese and Russian language instruction into the elementary school curriculum, and will expand current Japanese offerings at the high school level into the middle grades.

The Wisconsin Department of Public Instruction will use a portion of available funds

to conduct a statewide workshop on "How to Begin Programs in Critical Languages," a special summer course in elementary school foreign language methods targeted at secondary school language teachers and regular elementary classroom teachers; and immersion weekends and weeklong summer workshops for pre- and in-service teachers.

WYOMING

Contact: Paul Samoukil
(307) 777-6234

The National Foreign Language Center
at the Johns Hopkins University
1619 Massachusetts Avenue NW
Suite 400
Washington DC 20036
Telephone 202/667-8100